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Revista de Psicología del Deporte, vol. 22, núm. 1, 2013, pp. 227-230

Universitat de les Illes Balears

Palma de Mallorca, España

Available in: <http://www.redalyc.org/articulo.oa?id=235127552027>



Revista de Psicología del Deporte,
ISSN (Printed Version): 1132-239X
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Universitat de les Illes Balears
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The analysis of the basketball coach speech during the moments of game and pause in relation to the performance in competition

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THE ANALYSIS OF THE BASKETBALL COACH SPEECH DURING THE MOMENTS OF GAME AND PAUSE IN RELATION TO THE PERFORMANCE IN COMPETITION

KEY WORDS: Basketball, Coach, Verbal behavior, Competition, Performance.

ABSTRACT: In the area of the professional competition, the coach is a fundamental part in the management of a team and more concretely in the game planning. During the competition, the management of the times of pause and times out as well as the conduct of the coach during the same ones is an aspect to analyze in the sports performance. It is for this that it becomes necessary to know some of the behaviors that turn out to be more frequent by the coach and that are more related to a positive performance of his players. For it there has been realized a study of 7 cases of expert coaches in those that his verbal behavior has observed during 4 games. It has focused on the content of the information only to verbal level, on his meaning.

The information that have been obtained in the study shows a major quantity of information elaborated during the pauses of the games and a major tactical content with regard to the moments of game. On the other hand, a relation exists between a major number of questions and a minor number of psychological instructions when the score is adverse, whereas in case of victory, a direct relation does not exist with any category. The rest of categories of the speech do not meet influenced directly for the result, for what it is not possible to consider a direct and immediate relation between the coach verbal behavior during the pauses and the result of the game, except in punctual moments.

The type of information that a coach gives during the time outs and during the game and how to do it are questions that every coach formulates himself in some moment of his career. These questions enclose a controversial topic with multitude of positions, provided that the coaches have developed this skill in major or minor measure depending on his experiences personal and influenced by the determining ones of the competition.

The majority of coaches think that a time out managed well in a key moment of the game can concern positively the performance of his team and for it the decisions and coach behavior during the pauses have been an object of study from different points of view. (Bore, 1999; Duke and Corlett, 1992; Ortega, Palao, Gómez, Ibáñez, Lorenzo and Sampaio, 2010 and Sampaio, Lago-Peñas and Gómez, 2011). Also during the moments of game, there are difficult situations in those a coach must try to influence with his behavior in his players in order that they return to this condition of balance in the game. The feedback should contribute a valuation of the behavior and an information about the realized execution and not only on the result; adding instructions for the correct accomplishment of future actions (Lake, 2009). In this line, it is necessary to emphasize the study of Guzmán and Calpe-Gómez (2012), in which they analyze the type of feedback used by the coach from the actions of his players, relating performance of the same ones and coach behavior. The present study tries to analyze the coach speech during the moments of game and pause of the games and later and from the results, to determine if a relation exists between the performance / result and the coach speech.

Methodology

The observational methodology was used because the coach behavior was taking place in his natural context and was remaining registered for the later transcription and categorization. The systematic observation, as More and Franks (2004) is an analytical process that provides reliable and valid information about key elements of the communication. The sample consisted of 7 expert basketball coaches who were competing in the season 2009-2010 in the EBA league. All the select coaches possessed the maximum national qualifications and had at least 10 years experience. In addition, all of them were possessing university qualifications related to the Physical Education (Graduates, Licentiates or PhD).

The material used for the study was an observation sheet of the coach behavior divided into 17 categories and based on the ASUOI (Lacy and Darst, 1985), the CAI (Johnson and Franks, 1991), and the CBAS (Smith, Smoll and Hunt, 1977) but modified ad hoc. The use of audio-visual resources allows an objective valuation of the conducts so much in case of players (Ortega, Giménez, and Olmedilla, 2008), since of coaches. Thus, 7 coaches registered his speech in a digital tape recorder from a protocol that was including the information from a minute before the game, the pauses between quarter and quarter, the time outs and the pause between the first one and the second part. On having ended the game, the later speech was not taken in account for this study. From this recording, a transcription of the speech was realized by units of meaning that later were categorized by a

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– Artículo invitado con revisión

group of independent experts. Once registered the categorization of the speech in the observation sheet a statistical analysis was realized with the IT program SPSS v. 13.

Results

The Table 1 shows the results of the existing relation between the use of the category on the part of the coaches during the time of game and in the moments of pause. Is considered to be that it exists a significant positive disproportion for the time of game in case of technical instruction on own defense, on physical

instruction, on complaints and on push / a spirit / dynamization, on praise/feedback positively - affectively and on those conducts that were not codified. In case of the moments of pause, there exists a significant positive disproportion for all the tactical instructions, the questions and the psychological instructions.

This shows that during the time of game, the coach gives information that it needs of less time to be caught by the player, whereas the tactics, the production of questions or the psychological instructions are given when the coach and the players are in a break time.

Categories		Game	Pause
Own defensive drills	Corrected residues	4.1	-4.1
Own defensive tactics	Corrected residues	-2.7	2.7
Opponent defensive tactics	Corrected residues	-4.0	4.0
Owens offensive tactics	Corrected residues	-6.2	6.2
Opponent offensive tactics	Corrected residues	-7.8	7.8
Questions	Corrected residues	-8.7	8.7
Psychological instructions	Corrected residues	-5.5	5.5
Physical instructions	Corrected residues	2.0	-2.0
Push/spirit/dynamization	Corrected residues	7.6	-7.6
Complaints	Corrected residues	6.1	-6.1
Praise/positive feedback	Corrected residues	6.4	-6.4
Incodificable, not understandable, to others...	Corrected residues	5.5	-5.5

Table 1. Table of contingency of type of category depending on the times of game / pause.

Logistic binomial regression according to the final score as a dependent variable

In the present study the second statistical analysis has been realized by the aim to know in depth the relation between the situational variable of the final score with the types of instructions realized by the coach during the moments of game and those of pause. In the following Table 2 appear the descriptive results for

the analyzed variables. The major use of instructions stands out in the games lost in both moments of game, during the time of game and in time outs and breaks. With regard to the type of instruction, stand out 3 categories as those who take more place, the own defense tactics, the own attack tactics and psychologically.

	Game time Frecuency (%)	Time out/pause Frecuency (%)
Victory	49.6	47.7
Defeat	50.4	52.3
Own defensive drills	6.1	3.9
Opponent defensive drills	1.3	1.3
Own offensive drills	3.1	2.5
Opponent offensive drills	1.8	2.3
Own defensive tactics	15.2	17.6
Opponent defensive tactics	1.4	2.6
Owens offensive tactics	14.9	20.4
Opponent offensive tactics	1.6	4.4
Physical instructions	2.7	2.0
Psychological instructions	51.8	43.0
Total	100	100

Table 2. Descriptive results (frequencies in %) of the categorical variables analyzed (final result and type of instruction) depending on the moment where the instructions were realized.

The summary of the obtained model allows differentiating that type of instructions associate with the victory and the defeat. When the coach use more times the instructions of technical own defense increase in 48 % the possibility of obtaining the victory, whereas when the coach centre on the tactics of own offense they reduce in 16 % the possibilities of obtaining the victory.

Discussion

In basketball, the coach behavior can be grouped into two big moments; those in which the game is stopped and those in which the ball is alive. In other words, before the game, the breaks between the first and second part, game quarters, and the time outs on the one hand, and on the other hand, during the actions in game in strict sense. Logically, with the ball in game, the players receive a great quantity of interfering stimuli simultaneously, that cause that they could not attend to hundred per cent to his coach and this one should look for very short, direct and current units of meaning in order that his players receive the information and act in consequence. On the other hand, during the pauses, the coach can give more elaborated information, being able to establish even a dialog with his players with question response. The accessibility as for the time and place with the player allows a verbal bidirectional communication more wide than if we were in game. It would justify the fact of the major quantity of questions. By the results of the study it is clear that during the time of game, the coach use more brief information (spirits, feedback positive, physical and technical instructions ...) whereas in the time of pause, the coach use major quantity of more elaborated information (tactical, psychological, you ask ...) In case of defeat, the coach asks more. Nevertheless, the quantity of information, as Claxton (1988) explains, is not an indicative one of the quality of intervention of the coach; these results contrast with the studies realized with professional coaches of football by Crispim and Fernandes (2008) and Smith and Cushion (2006). In spite of that is a sport where the distance of the coach with regard to the players is very large and where there does not allow calling time outs, the type of content of the speech was not changing significantly anytime.

The studies of Bloom, Durand-Bush and Salmela (1997), they show us that the expert coaches of team sports have certain routines before and after the competition. His speech before the game speaks especially about the plan of the same one, which is going to be done, of physical aspects and of confidence, in a positive tone. Finally they give themselves key words for this game. The speeches immediately later to the competition speak of controlling the emotions and of adopting new behaviors that serve to face and to exceed the performance of the rival; they are briefer and other aspects are left for the first training of the week.

In relation to the times out 4 are the fundamental reasons according to the studies of Duke and Corlett (1992) that lead a coach to requesting one (to reorganize the team, to give a break to the players, to motivate the players and to give tactical information to the equipment). On the other hand, the principal situation of game that unleashes the request of a time out according to a study realized by Ortega, Palao, Gómez, Ibáñez, Lorenzo and Sampaio, (2010) is not to annotate in any more than three of five previous phases of offense. In both cases a not desired situation or the wish to change something is what moves the coach to take the decision to ask for a time out. From there,

the management of the same determines somehow the later actions of his players, though this not always will meet reflected in the scoreboard. Sampaio's et al (2011) study, about the time outs influence in the scoreboard in the short and medium term in basketball games, shows us that there are no differences of points between the teams before and after the time outs in the different quarters and that therefore the content of the coach's speech is not directly related in an immediate way to the scoreboard.

Just in case the time out in the last five minutes of the game, the result seems to be affected and the offensive performance of the team who asks the time out increases after this one.

Nevertheless, there are studies in which the time outs have been decisive in punctual moments of the competition, effective tools in the reactions of a team. (Bloom, Durand-Bush and Salmela, 1997; Hastie, 1999; Moreno and Moreno, 2007; Ortega, Palao, Gómez, Ibáñez, Lorenzo, and Sampaio, 2010).

Surprisingly, the investigations carried out with a women's hockey team, Breakey, Jones, Cunningham and Holt (2009), discovered that what more they were valuing of the speeches of his coach during the pauses of the games was that he was speaking with authentic emotion, in a short and significant way and it brings over of the values of the equipment. It seems that gender variable might have some influence in a positive evaluation of this type of speech based especially on psychological aspects. Nevertheless our study, which does not contemplate this type of evaluation on the part of the players, sample that during the pauses, one of the contents that with any more frequency appear is the psychological one.

Conclusions

The coach verbal behavior appears as a useful tool to influence the team performance. The team performance during the game also influences the coach behavior (Guzmán and Calpe-Gómez, 2012).

The type of information during the moment of game and pause differs in quantity and meaning. The factors interfering in the competition do that the type of information to the players should be clear, brief, concrete, simple and tidy.

The solutions that the coach contributes to the team, can be of very variable nature depending on the problem that presents the game in this certain moment, being able to happen for the management of emotions, the tactical, physical, psychological adjustments, etc.

The knowledge of the perception that the player has of the coach behavior respect to himself and to the team is necessary to complete this type of studies. In this line, the contributions of Ortega, Giménez and Olmedilla, (2008) throw something of light in the communication process between coach and player. Aspects as the geographical disposition of the coach and players, the use or not of auxiliary resources or non-verbal language might influence the degree of understanding of the message and they have to be object of future studies.

To conclude, it is important to emphasize that the results that part with this study make think about the need of an instrument of observation most specific and adapted to these moments of pause. In this line, the investigations of Hastie (1999) for the creation of an instrument of observation of the coaches during the time outs are to be welcomed.

EL ANÁLISIS DEL DISCURSO DEL ENTRENADOR DE BALONCESTO DURANTE LOS MOMENTOS DE JUEGO Y PAUSA EN RELACIÓN AL RENDIMIENTO EN COMPETICIÓN

PALABRAS CLAVE: Entrenador, Baloncesto, Conducta verbal, Competición, Rendimiento.

RESUMEN: En el ámbito de la competición deportiva profesional, el entrenador es una parte fundamental en la dirección de un equipo y más concretamente en la dirección de partido. Durante la competición, la gestión de los tiempos de pausa y tiempos muertos así como la conducta del entrenador durante los mismos es un aspecto a analizar en el rendimiento deportivo. Es por esto que se hace necesario conocer algunos de los comportamientos que resultan más frecuentes por parte de los entrenadores y que están más relacionados con un rendimiento positivo de sus jugadores. Para ello se ha realizado un estudio de 7 casos de entrenadores expertos en los que se ha observado su comportamiento verbal durante 4 partidos. Se ha centrado en el contenido de la información únicamente a nivel verbal, en su significado.

Los datos que se han obtenido en el estudio muestran una mayor cantidad de información elaborada durante las pausas de los partidos y un mayor contenido táctico con respecto a los momentos de juego. Por otro lado, existe una relación entre un mayor número de preguntas y un menor número de instrucciones psicológicas cuando el marcador es adverso, mientras que en el caso de victoria, no existe una relación directa con ninguna categoría.

El resto de categorías del discurso no se ven influenciadas directamente por el resultado, por lo que no se puede hablar de una relación directa e inmediata entre las conductas verbales del entrenador durante las pausas y el resultado del partido, salvo en momentos puntuales.

A ANÁLISE DO DISCURSO DO TREINADOR DE BASQUETEBOL DURANTE OS MOMENTOS DE JOGO E PAUSA EM RELAÇÃO AO RENDIMENTO EM COMPETIÇÃO

PALAVRAS-CHAVE: Treinador, Basquetebol, Comportamento verbal, Competição, Rendimento.

RESUMO: No âmbito da competição desportiva profissional, o treinador é uma peça fundamental na direção de uma equipa e, mais especificamente, na direção de um jogo. Durante a competição, a gestão dos tempos de pausa e tempo de inatividade, bem como o comportamento do treinador durante o mesmo é um aspecto a analisar no desempenho desportivo. É por isso que é necessário conhecer alguns dos comportamentos que são mais frequentes por parte dos treinadores e que estão mais relacionadas com um rendimento positivo dos seus jogadores. Para tal realizou-se um estudo de 7 casos de treinadores especialistas nos quais se observou o comportamento verbal durante quatro jogos. Centrámos-nos no conteúdo da informação apenas a nível verbal, no seu significado. Os dados obtidos no estudo mostram uma maior quantidade de informação produzida durante os intervalos dos jogos e um maior conteúdo táctico relativamente aos momentos de jogo. Por outro lado, existe uma relação entre um maior número de perguntas e um menor número de instruções psicológicas quando o resultado é negativo, enquanto que em caso de vitória, não existe uma relação directa com nenhuma categoria. As restantes categorias de discurso não são influenciadas diretamente pelo resultado, não sendo possível falar de uma relação directa e imediata entre os comportamentos verbais do treinador durante os intervalos e o resultado do jogo, excepto em momentos pontuais.

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